



USAID
FROM THE AMERICAN PEOPLE

REPORT ON LIBERIA PILOT OF CHECKLIST FOR CONFLICT SENSITIVITY IN EDUCATION PROGRAMS

MAY 6, 2013

This publication was produced for review by the United States Agency for International Development. It was authored by Valerie Haugen and prepared by JBS International.

REPORT ON LIBERIA PILOT OF CHECKLIST FOR CONFLICT SENSITIVITY IN EDUCATION PROGRAMS

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Summary Information

Country:	Liberia
Tool Tested:	Checklist for Conflict Sensitivity in Education Programs
Dates of Fieldwork:	January 13–17, 2013
Location of Fieldwork:	Monrovia, Liberia
USAID Mission Point of Contact:	Luann Gronhovd, Acting Education Team Leader
Researchers:	Valerie Haugen, Consultant (JBS International) Nina Papadopoulos, Senior Field Technical Advisor (USAID/E3)
Back-To-Office Report Prepared by:	Valerie Haugen
Date of Report:	May 6, 2013

TABLE OF CONTENTS

I. INTRODUCTION	1
BACKGROUND AND PURPOSE.....	1
THE PILOT PROCESS	2
2. FEEDBACK ON CHECKLIST	3
A. RELEVANCE	3
B. CONSTRUCT VALIDITY	5
C. RELIABILITY	6
D. UTILITY.....	7
E. FREQUENTLY EXPRESSED QUESTIONS AND CONSIDERATIONS	8
F. OVERALL CONCLUSIONS AND IMPLICATIONS	11
G. RECOMMENDATIONS.....	11
3. LESSONS LEARNED FROM PILOTING PROCESS	12
A. SUCCESSES AND IMPORTANT ASPECTS	12
B. ISSUES AND CHALLENGES.....	13
C. RECOMMENDED CHANGES TO FUTURE PILOTS.....	13
ANNEXES	14
ANNEX 1: FIELDWORK PARTICIPANTS LIST	14
ANNEX 2: FIELDWORK SCHEDULE.....	17
ANNEX 3: CHECKLIST FEEDBACK TOOLKIT	18

LIST OF TABLES

Table 1. Participant Numbers by Organization Type	3
Table 2. Checklist Feedback Form 1.....	15
Table 3. Checklist Feedback Form 2	18
Table 4. Checklist Feedback Form 3	26
Table 5. Purposes - Feedback Form 4	27

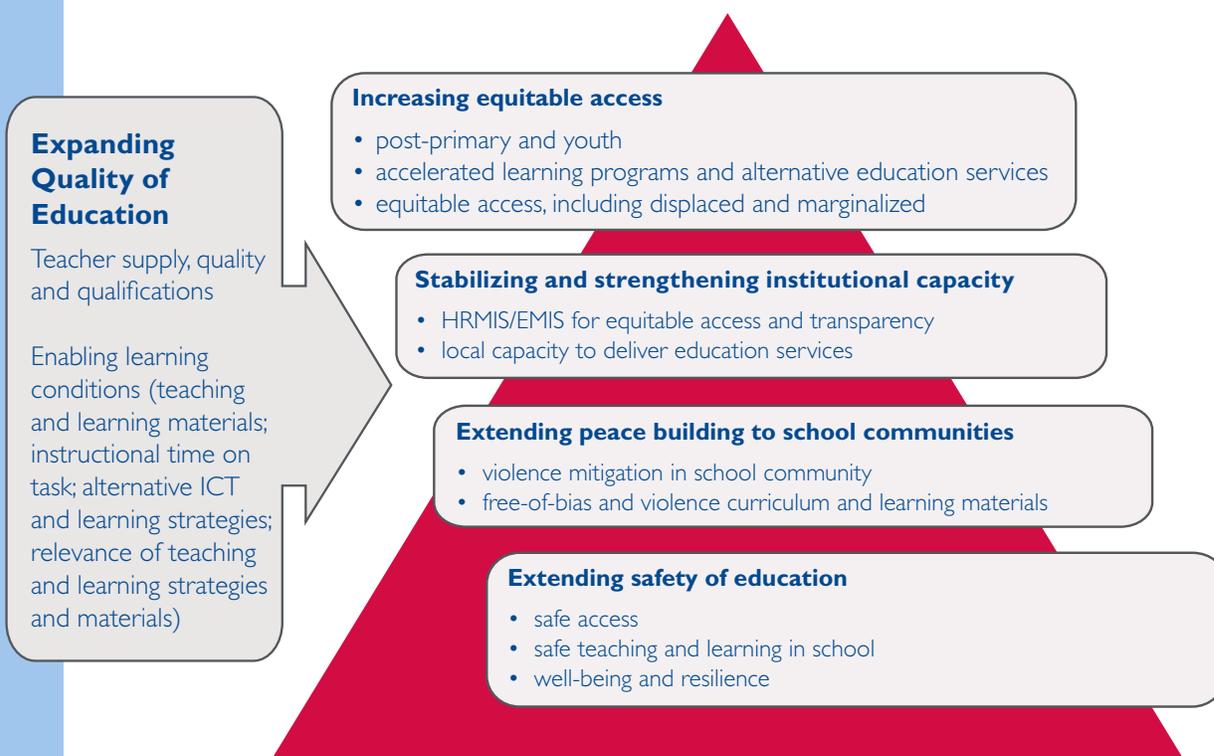
I. INTRODUCTION

BACKGROUND AND PURPOSE

Under the USAID Education Strategy, education programs should ensure access to education by all learners. Programs should address any inequality by explicitly identifying those who are the victims of the inequality and by implementing strategies to ensure equitable access to and participation in education. Inequality may be present for any number of reasons—an individual or group’s location, socio-economic or cultural or religious background, sex and so forth. Disparities in access to education opportunities can be localized or broad-based. They can arise out of entrenched biased practices or from policy frameworks utilized by education institutions or they can be extra-systemic with limitations imposed by cultural or religious institutions. Various manifestations of inequality can, and oftentimes does, lead to feelings of marginalization, which can be expressed in diverse ways. In addition, creating equitable access can lead to grievances, the expression of which can be violent and harmful.

The Checklist for Conflict Sensitivity in Education Programs will assist USAID education programs to effectively and efficiently meet Goal 3 of the USAID’s Education Strategy—Increase equitable access to education in conflict and crisis environments. Applying conflict-sensitivity to program design, and implementation and monitoring will allow more equitable, effective, efficient and sustainable education programs. Key features of programs that increase equitable access are shown in Figure 1, the Goal 3 Strategic Framework. These features represent the building blocks of programming under Goal 3.

FIGURE 1. GOAL 3 STRATEGIC FRAMEWORK



With the Checklist, USAID expects missions to develop a deeper, context-specific understanding of the underlying sources of conflict and their interaction with development, particularly education. The tool incorporates a gender dimension, which is inseparable from conflicts and crises. Mission education personnel, implementing partners, other USAID personnel and partner government personnel, should utilize the tool when planning, implementing, monitoring and evaluating education programs.

In order to refine the Checklist to a final version fit for broader distribution and use, USAID determined that the Checklist would be piloted by and with the USAID/ Liberia and USAID/Somalia missions. The Checklist was piloted with USAID/Somalia from November 12-16, 2012 in Nairobi, Kenya. This report represents the findings and conclusions from the second round of piloting with USAID/ Liberia and 57 stakeholders in Monrovia, Liberia from January 13-17, 2013.

Specific objectives for the pilot included:

- Presenting the USAID draft tool, Checklist for Conflict Sensitivity in Education Programs, to specified and interested stakeholders from the education sector of Liberia.
- Gaining relevant feedback on the Checklist as a tool and on the piloting process itself.

By meeting these objectives in both Liberia and Somalia, it is expected that USAID/ Washington will be able to improve the tool's quality and applicability. USAID hopes the Checklist will become a useful instrument for mission personnel's efforts in mainstreaming conflict sensitivity into education programming around the world in a meaningful and

intentional manner, and to make a difference in equitable access for 15 million children.

THE PILOT PROCESS

PARTICIPANTS AND PILOT ACTIVITIES

The piloting process included three workshops in which participants tested the Checklist and completed feedback questionnaires. A full-day workshop was held on January 14, 2013 at the Mamba Point Hotel with the USAID mission, partner government Ministry of Education, and implementing partners. The following day a two-hour roundtable discussion was also conducted with donors and other development organizations. The Checklist was also presented separately to the technical staff of the Liberia Monitoring and Evaluation Project, as well as USAID/Liberia education office personnel. Table 1 depicts the participants by organization and gender.



Photo credit: Valerie Haugen

ABOVE: Pictured are individuals from the Ministry of Education (Government of Liberia), USAID/Liberia Education Office and USAID/Liberia Education Program Implementing Partners who participated in the January 14, 2013 workshop.

TABLE I. PARTICIPANT NUMBERS BY ORGANIZATION TYPE

Organization Name	Number of Participants	
	Female	Male
USAID/Liberia	9	6
Ministries of Education (Somalia, Puntland, Somaliland)	5	2
USAID Implementing Partners	2	14
Donors	0	3
Development Organizations (INGOs/NGOs) ^I	8	8
TOTAL	24	33

I. These organizations are external to USAID and its contracts.

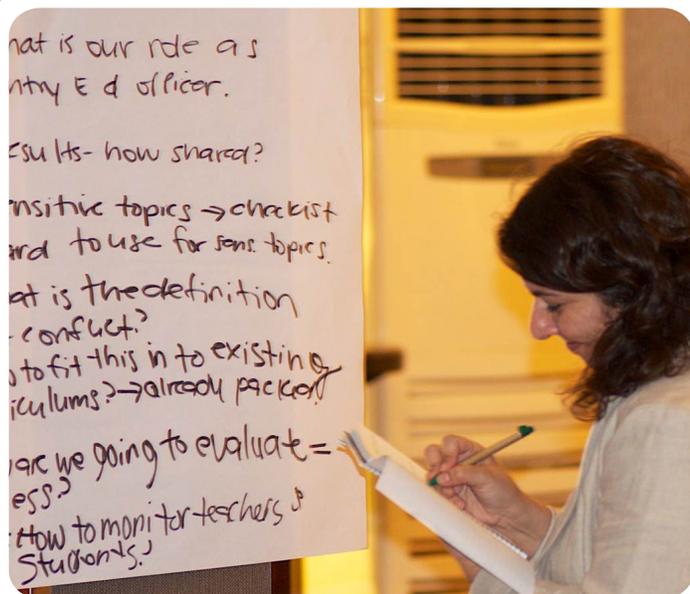


Photo credit: Valerie Haugen

ABOVE: Nina Papadopoulou (USAID/E3) taking notes during the pilot.

2. FEEDBACK ON CHECKLIST

The content in the sections below is based on the information collated from the feedback questionnaires and face-to-face discussions with participants during the piloting process in Liberia.

A. RELEVANCE

- To what extent is the Checklist content appropriate and important when considering conflict sensitivity in education programs?

For the most part, the content was perceived to be appropriate and important. A number of participants raised questions about the terms, ‘conflict-affected’ and ‘crisis-affected’ and the definitions of each term. The view

was that these definitions as they stood did not “reflect or suit the Liberian context.” As one participant put it, “We cannot see Liberia at the place that we currently are, in these definitions.” There were several comments about the year 2003, a turning point in time for Liberia. Several times during the discussion of relevance individuals started their comments with, “If this were 2003...” and “Our program was designed to address a post-war context, so it as some aspects of conflict sensitivity in it. But this instrument seems more appropriate for a conflict context.” One USAID respondent noted that, “The Government of Liberia really wants to give the impression that it really isn’t post-conflict.” Participants suggested that terminology and definitions of terms be presented in such a way that individuals from countries at various points on the peace and conflict continuum were able to “see” their country.

Some participants raised a concern that some of the content was divisive, such as asking about ethnicity and religion. Several USAID/Liberia non-education team personnel noted that identity is a big issue. “Anecdotally, ethnic issues are prevalent, but we’re not even looking at or are aware of this.” A discussion about the use of proxy indicators for sensitive data with the LMEP showed that proxies can be identified and made use of. For the most part, the Hands-On Workshop participants – those who really grappled with the Checklist – did not find that any section or content was not relevant when considering conflict sensitivity. All participants from the Hands-On Workshop and the Roundtable Discussion felt the Checklist was relevant to the context (with some modifications), to their organizations’ work and to work being undertaken in Liberia more broadly.

A few of the implementing partners’ personnel who deal with monitoring and evaluation were skeptical of the relevance of the Checklist for monitoring and evaluation purposes and did not understand how data could be collected using the Checklist.

- To what extent is the process for using the Checklist appropriate and important?



ABOVE: Hands-On Workshop participants from the Ministry of Education.

This question was not addressed during the Hands-On Workshop or the Roundtable Discussion due to time limitations and the need to focus on other discussion points. However, in the presenters’ opinion, the lack of familiarity of many of the Hands-On Workshop participants with conflict sensitivity as a construct and some challenges with the level of English found in the Checklist had an effect on the richness of the feedback about and critique of the Checklist. A preparatory session with individuals on the concepts contained within the Checklist may have been in order prior to undertaking the mock application of the Checklist and the subsequent feedback session. The structure of the Hands-On Workshop was different from that of the Somalia pilot. In Liberia,

the Government personnel included sub-national participants from the Ministry of Education—four participants came from Country Education Offices. In addition, there were implementing partners from five USAID-funded projects, not one project. A decision was made to integrate Ministry of Education personnel into the USAID project groups rather than keeping them as two separate Government groups. This was probably a wise decision, given the constraints mentioned above.

Participants felt that the process for using the Checklist as an actual tool depends on the purpose for using the Checklist. Most ideas regarding how and when the Checklist could be used came from USAID/Liberia, the LMEP and the donor/development partner personnel. Many participants felt that the Checklist should be used at the start of a project.



Photo credit: Valerie Haugen

ABOVE: A Ministry of Education participant during the Hands-On Workshop.

There was only one comment about the length of time it took to apply the Checklist. However, there were some queries about how such a long instrument could be used with other groups, such as community leaders. MoE personnel felt that the Checklist was NGO- or implementing partner-centered and that it would be “good for it to be MoE-specific and also to be brought to the school level.”

Many participants stressed that the Checklist was only appropriate and important if it was part of a broader process. Several participants mentioned that even though the Checklist might make sense as a tool with a purpose and a process, it would not be used unless there were contractual requirements for its

use by implementing partners. A common theme was, “We want a more tailored focus on a post-conflict context.”

- To what extent does the Checklist provide the participants with appropriate and important insights about conflict sensitivity in their education programs?

Most participants noted that they learned new things from the Checklist that will inform their thinking about conflict sensitivity. Some participants noted the notion of conflict sensitivity is present in much of what is done, but the approach was variable and ad hoc. According to one participant, “The Checklist contributes, but it’s not the whole picture. There are many reasons why a child may not be in school.”

B. CONSTRUCT VALIDITY

- Is the Checklist a good way of contributing to achieving the goal of equitable access in conflict- and crisis-affected contexts?

There was strong endorsement by the participants that the Checklist is a good way to contribute to conflict sensitivity mainstreaming in education sector programming at the strategic, implementation and operational levels. A consistent theme regarding the contribution to conflict sensitivity is captured in the following comments: “This is a role model. It may not be 100%, but it gives us an opportunity to see where to begin” and “This is very good material. We have worked on conflict sensitivity but not very specifically. What we need to do is take it and apply it more thoroughly to our projects.”

A theme in the Hands-On Workshop was that conflict sensitivity is “...just one aspect of improving the education system.” Participants across the meeting venues agreed that the Checklist was an excellent way of helping to move toward the goal of achieving equitable access. They articulated the ways in which the Checklist stimulated their thinking on a more strategic level.

Some comments included the following:

“Looking at girls’ education, you see challenges for girl children. This makes a girl-child vulnerable. This Checklist is very important for me in thinking about how girls are able to complete primary. We were already doing some of this. We go into the census data. But this Checklist pushes me further. -- What will the standard be regarding human resources? Regarding procurement? The Checklist helped me to think about the decisions we make in these areas and how we might be contributing to conflict and exclusion.”

There were concerns among participants that the actual application target for the Checklist was not clear. There was some discussion about whether the Checklist was aimed at assessing one’s own organization or a Ministry of Education and it was felt that greater clarity was needed with respect to the organizational focus for the Checklist.

C. RELIABILITY

- Will use of the Checklist repeatedly and consistently yield the same or similar results (even when used in different contexts and by different users)?

In general, reliability was not discussed substantively during the Hands-On Workshop. However, some participants felt that the Checklist would be reliable if it were administered in the same country and not necessarily reliable across country contexts. The subjectivity of the ranking was raised as an important dimension. Some participants felt that ranking depended on the individual’s knowledge about conflict sensitivity and that ranking assignments might change at respective points in time.

Participants felt that the:

- Reliability of the Checklist was directly related to the target user group.
- Reliability was dependent on the specific purpose for which the Checklist was being used and by whom. The Checklist could be reliable if it was used for the same purpose by a particular group.
- The Checklist was originally conceived of as a tool for USAID missions’ education personnel and is designed to be used by this specific target group.

It became apparent to the participants and the Checklist authors that reliability would only be consistent if: 1) the Checklist in its current state were to be used only by USAID missions’ education personnel; or 2) it was able to be ‘genericized’ so that it was not USAID-centric. In reviewing the Checklists that were completed, the presenters found a range of ‘Yes’, ‘Partly Yes’ and ‘No’ responses. No Checklist contained all ‘Yes’ or all ‘No’ responses, for example.

D. UTILITY

- Will the Checklist be useful to USAID/ Washington, USAID missions and their implementing partners, partner government and other development partners in progressing conflict sensitivity in education programs?

All participants were interested in and excited about the possibilities that the Checklist presented for helping to mainstream conflict sensitivity within their respective organizations and education programming and as a broader, unifying tool for education sector stakeholders in general. Non-education participants, especially the personnel



Photo credit: Valerie Haugen

ABOVE: A participant in the Hands-On Workshop from a County Education Office.

from the Liberia Monitoring and Evaluation Project saw great utility for the Checklist across sectors and thematic areas and felt strongly that the Checklist could be adapted fairly easily for these different sectors. They also felt that their database would support collecting and analyzing the types of data included on the Checklist and that mapping of these data using the Geographic Information System would provide USAID/Liberia and its implementing partners with useful information on what was happening with respect to conflict and crisis.

Ministry of Education personnel saw great utility for the Checklist. The Minister of Education felt that the Checklist would help put the MoE in the driver's seat with donors and development partners instead of "sitting in the driver's seat but having someone else drive".

It was clear from the meetings that no organization has tools that its personnel considers to be particularly useful for looking at conflict sensitivity in the education sector. UNICEF relies on the knowledge of its personnel and consultants, not on a specific tool; the EU has tools, but they are generic and not specific to education and are not necessarily applied consistently; NGOs have internal tools that are used within their respective organization, but these are not shared or utilized more broadly and may be more or less specific than the Checklist.

Examples of specific uses for the Checklist identified by stakeholders included the following:

- All participants thought that the Checklist could be used as part of the demonstration of conflict sensitivity in education sector more broadly and as a framework under which to align programming efforts.
- All participants saw particular ways that their respective organizations could use the Checklist.
- UNICEF is eager to introduce the Checklist to its regional office and look at the utility with respect to the Peace and Education initiative.
- Implementing partners thought that the Checklist was helpful in helping them think through implementation decisions.

- The Liberia Monitoring and Evaluation Project wants to explore how the Checklist could be adapted to fit other USAID sectors as a tool to integrate conflict sensitivity.
- A number of participants noted that the various pieces of the Checklist could be focused on in-depth and that the overall Checklist did not always need to be utilized. For example, doing an in-depth analysis of how scholarship candidates are selected and of teaching and learning materials and curriculum would be very useful.

The general consensus at the end of the Hands-On Workshop and the development partners' Roundtable Discussion was that the Checklist and the process for engaging with the Checklist had been catalysts for the respective Liberia education sector stakeholders and should be built upon. Many participants, including government partners, emphasized that without processes for further follow-up and development, the applicability of the Checklist would be limited. The partner government personnel were especially interested in helping to lead the process.

E. FREQUENTLY ASKED QUESTIONS AND CONSIDERATIONS

The following questions and considerations were raised consistently by participants in both piloting sessions. These questions and considerations will be combined with those arising from the piloting in other countries and a set of recommendations to USAID/Washington on how to resolve the questions and considerations will be developed to guide next steps in finalizing the Checklist.

STRATEGIC QUESTIONS AND CONSIDERATIONS

1. How can the Checklist be used by a range of sector stakeholders?

Non-USAID mission participants felt that the Checklist should be able to be used by a range of organizations and stakeholders, even down to the school level. Given this view, there was a feeling that the Checklist should be adapted to suit a range of users.

2. At what times should the Checklist be used?

Purposes (which can be varied) for the use of the Checklist need to be clearly articulated. Participants felt strongly that the conflict sensitivity analysis process should be applied at key moments in the program cycle including design, monitoring and evaluation, and strategic planning. Ongoing and periodic integration of the conflict analysis process will enable the mission, implementing partners and other stakeholders to adjust to the changing landscape and help ensure that harm is not introduced or exacerbated through education programming strategy and design and implementation.

3. Who should/could take the lead in capitalizing on the interest and forward momentum created by the pilot process for Liberia?

Bringing key stakeholders together to reflect on conflict sensitivity in education is an important step in the process of authentically and intentionally mainstreaming conflict sensitivity. This shared experience builds a common perspective and using the Checklist in a group setting has provided a common framework for discussing and acting to improve conflict sensitivity in education programming.

As mentioned above, participants were excited by the possibility of using the Checklist to stimulate a thoughtful and intentional process for mainstreaming conflict sensitivity. Such an effort would require the production of an agreed plan with roles and responsibilities clearly articulated. The Ministry of Education is interested in taking a leading role but feels that support would be needed from an external organization (presumably USAID/Liberia).

4. How should USAID/Liberia further utilize the Checklist and capitalize on the momentum and interest generated through the pilot process?

USAID/Liberia felt that its participation in the Checklist pilot process helped increase the education teams' understanding of conflict sensitivity and that the Checklist would enable the team to "fine-tune" their treatment of conflict sensitivity. The team also felt that there were specific periods throughout the program cycle when the Checklist could be used.

It is clear that for the Checklist (and any other conflict sensitivity tools) to be exploited fully in a given context, time needs to be devoted to articulating a clear and specific roll-out plan for the USAID/Liberia education unit in order to authentically (and not just superficially) mainstream conflict sensitivity. Further assistance and guidance from Washington is needed for this to eventuate and for the opportunity created through the pilot process not to be lost.

5. Can the Checklist be supplemented by 'mini-tools' that would allow the user to explore a particular domain in more depth and detail?

Several participants felt that the Checklist was a sound overarching framework and addressed all the relevant and pertinent aspects of conflict sensitivity in education. However, they also felt that supplemental tools that focused on conflict sensitivity analysis specific to the given domain would be helpful. It may be appropriate to use the complete tool or parts of the tool, depending on the purpose and time of use.

CONCRETE QUESTIONS AND CONSIDERATIONS

1. Can specific terms be explained or defined?

A number of terms need explanation, including those specific to the field of peace and conflict studies. There was a strong and consistent view that the introduction to the Checklist and some content within the Checklist would need to be reconsidered for the Liberian user to feel that it fit the current context. Specific considerations included the definitions of 'conflict', 'conflict-affected' and 'crisis-affected'. There was a perception that Liberia is 'post-conflict' and the instrument is focused on contexts gripped by violence.

2. Can some terms and data requirements be removed?

Certain terms, such as 'ethnicity' and 'identity' and 'religion', were felt to be extremely sensitive and Checklist users need to be sure that efforts to be conflict-sensitive do not actually cause harm. For example, collecting and storing data on an individual's ethnicity or clan/tribal affiliation can actually be dangerous, both for the individual and the organization seeking the information and efforts to collect such data may actually promote conflict, including violence. The need for data that enable a thorough understanding of access to and participation in services in order to address issues of inequity are acknowledged, but

the types of data and the ways and means they are collected must be underpinned by a conflict sensitive lens.

The in-depth discussion with LMEP personnel around sensitive data included the following information from the presenters:

- The tool is to be used internally by decision-makers
- There needs to consistency of terminology within a country context and globally
- Collection of sensitive demographic data such as ethnicity and religion may require proxy indicators that are not disturbing or inflammatory.

Once the participants understood the need for consistency of indicators and the concept of a 'proxy' indicator to get at a sensitive datum, there were no particular objections raised. LMEP suggested location and mother tongue/home language data as proxies for controversial data.

3. Can content be added?

Descriptors for characteristics that may be linked to equity or inequity can vary by context. It may be necessary for the Checklist to include a greater number of such descriptors or to direct users to develop their own set of conflict sensitive descriptors specific to their context and that would still enable a nuanced understanding of who the "haves" and the "have nots" are. Descriptors would then need to be vetted with relevant stakeholders to ensure all of the 'haves' and 'have nots' are identified.

'Affordability' was raised as an aspect to include in the Checklist. The point was made that interventions may be open to all individuals, but families could not necessarily afford to participate.

F. OVERALL CONCLUSIONS AND IMPLICATIONS



Photo credit: Valerie Haugen

ABOVE: Mardea Nyumah from USAID/Liberia.

The Checklist is a relevant, valid, reliable and useful tool. It needs further refinement and supplementary text. The extent to which the Checklist is refined and supplemented will depend on the consolidated feedback from the Liberia and Somalia pilot testing.

Certainly, there is significant potential for the Checklist to contribute to enhancing conflict sensitivity in education programs within and outside of USAID. This potential should not be discounted and should be exploited to the fullest extent possible—it can become a contribution of USAID to the knowledge and practice base on conflict sensitivity and education.

In addition, the Checklist has applicability outside of the education sector realm and

USAID could take forward exploring how it might be adapted to help inform thinking and practice in other sectors (including stabilization).

The fact that groups applying the Checklist had a range of 'Yes', 'Partly Yes' and 'No' ticks indicates that the groups did not merely rush through their responses but put thought and reflection into the selection. However, some responses indicate that there is not an in-depth, sophisticated understanding of the nuances associated with some of the Checklist content and this results in a view that the group is doing better on a particular aspect or sub-aspect than it perhaps actually is.

The Checklist assumes a great deal of understanding of the field of peace and conflict studies and practices on the part of the users. This assumption is likely not valid and needs to be addressed if the Checklist is going to be used in the field.

Lastly, unless there is a concerted effort on the part of USAID/Washington and respective missions to 'roll-out' the Checklist in a strategic and thoughtful manner, there is a strong likelihood that the Checklist will go the way of the many hundreds (if not thousands) of useful tools available to practitioners but never used in the field in a conscientious and/or consistent way.

G. RECOMMENDATIONS

Recommendations for how the Checklist's potential can be exploited fully will be presented in a Recommendations for Action Report that will be produced and submitted to USAID/Washington following the pilots in the targeted countries and analysis of all piloting feedback. Specifying a set of recommendations for actions to take and changes to make regarding the Checklist structure and content is premature at this point in time. Section F (above) provides a list of questions and considerations raised consistently by participants and these will be added to at the end of each pilot and used as the main basis for arriving at the Recommendations for Action.

Once the Recommendations for Action Report is submitted to USAID/Washington, a workshop will be held with key stakeholders and agreement on which recommendations to progress will be sought. These agreed recommendations will then be carried forward and used to refine the Checklist and produce the final version for wider distribution and uptake.

3. LESSONS LEARNED FROM PILOTING PROCESS

As mentioned in the Introduction, a specific objective of this pilot was to test out a process that could be utilized in the other countries. The sections below provide a critique of the piloting process, including aspects that were successful, aspects that were problematic, and changes to incorporate in subsequent pilots.

A. SUCCESSES AND IMPORTANT ASPECTS

Certain aspects of the Liberia pilot were particularly successful and useful. These aspects included the following:

- Participants were wholly engaged in the process of trying and feeding back about the Checklist. Government partners (eight) found the process eye-opening and

immediately useful and relevant. As one government partner observed, “This is very good material. We have worked on conflict sensitivity, but not very specifically. What we need to do is take it and apply it more thoroughly to our projects.”

- The integration of the Ministry of Education personnel with their closest implementing partners was helpful with respect to improved understanding of conflict sensitivity concepts and understanding of the language and concepts in the Checklist.
- The opportunity to meet with very knowledgeable and frank USAID/Liberia personnel from the Democracy and Governance, Program Office and Agriculture offices was especially helpful and gave the presenters a clear picture of some of the current challenges within Liberia and for USAID/Liberia as well as some of the possibilities.
- The strong interest shown by the Deputy Mission Director was very much appreciated and showed a commitment from the top to looking more closely at conflict sensitivity in USAID/Liberia programming.
- The pilot process was extremely smooth and useful in great part because of the hands-on involvement of the USAID/Liberia education personnel, particularly Luann Gronhovd, Mardea Nyumah and Miriam White. Their understanding of the Liberian context, USAID, various organizations in the education sector enabled the presenters to gain a solid perspective prior to the workshops. In addition, the assistance with the administrative details was excellent and helped the whole process to flow smoothly.

The in-depth discussion with the USAID/Liberia education team at the end of the piloting process provided USAID/Washington with some useful and concrete next steps, including how the upcoming youth programming evaluation mission could utilize what was learned from the piloting process.

B. ISSUES AND CHALLENGES

There were no particular issues, aside from the possible need to have a primer session on peace and conflict concepts and to thoroughly go over the Checklist to make sure that all participants are able to grasp the language and concepts. This approach may have enabled the Government personnel to work as a distinct respondent group and the implementing partners to work as a distinct respondent group.

C. RECOMMENDED CHANGES TO FUTURE PILOTS

- Determine whether a primer session on peace and conflict needs to precede the application of the Checklist process.

ANNEXES

ANNEX I: FIELDWORK PARTICIPANTS LIST

JANUARY 14-HANDS-ON WORKSHOP

Name	Position	Organization
Ministry of Education		
Samuel Koenig	Basic and Secondary Education, Ministry of Education	Government Partner
Musu Dixon	Assistant Minister for Teacher Education, Ministry of Education	Government Partner
Lorpu Mannah	Director, Girls' Education Unit	Government Partner
Paye Nuahn	Alternative Basic Education Coordinator	Government Partner
Gorma Minnie	Montserrado County Education Officer	Government Partner
Kwelleegbo G.S. Kapu	Bong County Education Officer	Government Partner
Beatrice K. S. Bonner	Nimba County Education Officer	Government Partner
August Y. Smith	Lofa County Education Officer	Government Partner
USAID/Liberia		
Luann Gronhovid	Acting Education Team Leader	USAID/Liberia
Mardea Nyumah	Education Specialist	USAID/Liberia
Miriam White	Education Specialist	USAID/Liberia
USAID/Liberia Implementing Partners		
Lisa Deyo	Chief of Party	GOAL
Musa Sanoe	Monitoring and Evaluation Specialist	Advancing Youth
Simon James	Chief of Party	Advancing Youth
Ali Rajpoot	Compliance Director	LTTP II
Delwlebo Tuowal	Monitoring and Evaluation Specialist	LTTP II
Yark Kolva	Deputy Chief of Party	EHELD
Thomas Borwah	Monitoring and Evaluation Specialist	EHELD
Mark Bassie	Education	LMEP
Presenters		
Nina Papadopoulos	Senior Field Technical Advisor	USAID/E3
Valerie Haugen	Education and Conflict Consultant	JBS International

JANUARY 15-DONORS/DEVELOPMENT PARTNERS ROUNDTABLE WORKSHOP

Name	Organization
Maryealee Pennoh	Action Aid
Anne Wekesa	Concern Worldwide
Joan Casaova-Arasa	European Union
David Baysah	Global Partnership for Education (GPE)
Cassey Cox	International Refugee Committee (IRC)
Hester Catakaw	Liberian Education Trust (LET)
Luther Mafalleh	National Adult Education Association of Liberia (NAEAL)
Massa Crayton	Open Society Initiative for West Africa (OSIWA)
Sam Sampson	Peace Corps
Joseph Fayiah	Plan Liberia
Geoffrey Oyat	Save the Children
Stevenson Seidi	United Nations Education, Science and Cultural Organization (UNESCO)
Christine De Agostini	United Nations International Children's Education Fund (UNICEF)
Swina Makwi	UNICEF
Andrew Dunbrack	UNICEF
Samsudeen Amusa	World Bank
Victor Smith	World ORT)Obshestvo Remeslenofo zemledelchesklofo Truda/The Society for Trades and Agriculture)
Presenters	
Nina Papadopoulos	Senior Field Technical Advisor – USAID/E3
Valerie Haugen	Education and Conflict Consultant – JBS International

USAID/LIBERIA MISSION PERSONNEL PRESENTATION AND DISCUSSION JANUARY 17, 2013

Luann Gronhovid	Acting Education Team Leader
Mardea Nyumah	Education Program Specialist
Miriam White	Education Program Specialist
Anthony Davies	Education Administrative Specialist
Presenters	
Nina Papadopoulos	Senior Field Technical Advisor – USAID/E3
Valerie Haugen	Education and Conflict Consultant – JBS International

USAID/LIBERIA EDUCATION TEAM IN-DEPTH DISCUSSION JANUARY 17, 2013

Luann Gronhovid	Acting Education Team Leader
Mardea Nyumah	Education Program Specialist
Miriam White	Education Program Specialist
Anthony Davies	Education Administrative Specialist
Devon McLorg	USAID/E3 Education Program Specialist
Presenters	
Nina Papadopoulos	Senior Field Technical Advisor – USAID/E3
Valerie Haugen	Education and Conflict Consultant – JBS International

USAID/LIBERIA IN- AND OUT-BRIEFING JANUARY 11 AND JANUARY 18, 2013

Kimberly Rosen	Deputy Mission Director
Luann Gronhovid	Acting Education Team Leader
Mardea Nyumah	Education Program Specialist
Presenters	
Nina Papadopoulos	Senior Field Technical Advisor – USAID/E3
Valerie Haugen	Education and Conflict Consultant – JBS International

ANNEX 2: FIELDWORK SCHEDULE

OVERALL SCHEDULE CHECKLIST FIELD-TESTING ROUND 2 JANUARY 13-17, 2013

Monday, Nov 14

Pick-up from Hotel Mamba Point	8:30 a.m.–9:00 a.m.
Inbrief with Education Team – CONFIRMED CR 4101	9:00 a.m.–10:30 a.m.
Inbrief with the DMD (Acting MD) – CONFIRMED Mission Director's office	10:30 a.m.–11:00 a.m.
Lunch Mamba Point Hotel or Embassy	11:00 a.m.–12:00 p.m.
Preparation for Hands-On Workshop Mamba Point Hotel	12:00 p.m. – 1:30 p.m.

Tuesday, Jan 15

Hands On Workshop Mamba Point Hotel	8:30 a.m.–5:30 p.m.
Remarks by Acting MD – CONFIRMED	9:00 a.m.–9:30 a.m.

Wednesday, Jan 16

Meeting with Education Sector Partners Mamba Point Hotel	10:00 a.m.–1:00 p.m.
Compilation of Findings from Hands-On Workshop/Rountable Mamba Point Hotel	2:00 p.m.–5:30 p.m.

Thursday, Jan 17

Pick up from Hotel Mamba Point Hotel	8:30 a.m.–9:00 a.m.
Meeting with Minister of Education/Deputies – TENTATIVE Minister's office 18th Street Sinkor	9:00 a.m.–10:00 a.m.
Mtg wtih LMEP - CONFIRMED LMEP Office	10:30 a.m.–11:30 a.m.
Meeting w/ USAID Teams – CONFIRMED CR 4101	2:00 p.m.–3:00 p.m.
Debrief / Next steps with Education Team CR 4101	3:00 p.m.–5:30 p.m.

Friday, Jan 18

Pick up from Hotel Mamba Point Hotel	8:30 a.m.–9:00 a.m.
Outbrief with the DMD (Acting MD) – CONFIRMED MD's Offi	9:00 a.m.–10:00 a.m.

ANNEX 3: CHECKLIST FEEDBACK TOOLKIT

TABLE 2. CHECKLIST FEEDBACK FORM I

Field-Testing Aim	
Relevance	
<ul style="list-style-type: none"> • Determine the extent to which the Checklist content is appropriate and important when considering conflict sensitivity in education programs. • Determine the extent to which the process for using the Checklist is appropriate and important. • Determine the extent to which the Checklist provides you with appropriate and important insights about conflict sensitivity in your education programs. 	
Question	Response (Yes/No and Why/Why Not?)
Are the aspects areas included in the Checklist the most appropriate and important when considering conflict sensitivity in education programs?	
Are the sub-aspects the most important and appropriate when considering conflict sensitivity in education programs?	
Is the Checklist appropriate and important when gauging the conflict sensitivity of a specific project(s)?	
Is the Checklist appropriate and important when gauging the conflict sensitivity of a range of programs (possibly of different development partners)?	
Is the process for using the Checklist the most appropriate and important?	
Does the Checklist provide you with appropriate and important insights for considering conflict sensitivity?	

Construct Validity²

- Determine whether the Checklist is a good way to contribute to conflict sensitivity.
- Determine whether the Checklist is a good way of contributing to achieving the goal of equitable access in conflict- and crisis-affected contexts.

Question	Response (Yes/No and Why/Why Not?)
Will the Checklist be a good way to contribute to conflict sensitivity? Why?	
Will the Checklist be a good way to contribute to achieving the goal of equitable access? Why?	

Reliability

- Determine whether the use of the Checklist will repeatedly and consistently yield the same or similar results (even when used in different contexts and by different users).

Will the Checklist repeatedly and consistently yield the same or similar results even when used in different contexts and by different users (but for similar purposes)?

Utility

- Determine whether the Checklist is useful to USAID/Washington, USAID missions and their implementing partners, partner government and other development partners in progressing conflict sensitivity in education programs.

Does the Checklist serve as a helpful baseline and review tool for reflecting on and tracking conflict sensitivity in education programs? If so, how?

If not, why not and how could it become useful?

2. Is there a relationship between how I operationalized my concepts in this study to the actual causal relationship I'm trying to study? Or in our example, did our treatment (attendance policy) reflect the construct of attendance, and did our measured outcome - increased class participation - reflect the construct of participation? Overall, we are trying to generalize our conceptualized treatment and outcomes to broader constructs of the same concepts.

Question	Response (Yes/No and Why/Why Not?)
<p>Is the Checklist a helpful tool for enhancing strengths and addressing gaps in core aspects of conflict sensitivity in education programs? If so, how? If not, why not and how could it become useful?</p>	
<p>Does the application of the Checklist help bring out actionable directions? If so, how? If not, why not and how could it become useful?</p>	
<p>Is the Checklist a helpful tool for assuring quality and consistency in mainstreaming conflict sensitivity? If so, how? If not, why not and how could it become useful?</p>	
<p>Will the Checklist be useful to USAID staff? If so, how? If not, why not and how could it become useful?</p>	
<p>Will the Checklist be useful to implementing partners? If so, how? If not, why not and how could it become useful?</p>	

Question	Response (Yes/No and Why/Why Not?)
Will the Checklist be useful to government authorities? If so, how?	
If not, why not and how could it become useful?	
Will the Checklist be useful to development partners? If so, how?	
If not, why not and how could it become useful?	
What categories did you find most helpful? Why?	
What categories did you find the least helpful? Why?	
Are there additional purposes for which the Checklist could be used? If so, what?	
When are the most appropriate times to use the Checklist?	

TABLE 3. CHECKLIST FEEDBACK FORM 2

ASPECT	QUESTIONS				
	Is the Aspect relevant?	Do the questions together under a respective Aspect get at helpful information?	Are any sub-Aspect questions not relevant?	Are any sub-Aspect questions difficult to understand?	Are any sub-Aspect questions discomfoting?
I. COMMITMENT Comments/Suggestions:					
II. ACCOUNTABILITY Comments/Suggestions:					
III. STRATEGY Comments/Suggestions:					
IV. PROCUREMENT Comments/Suggestions:					

QUESTIONS					
ASPECT	Is the Aspect relevant?	Do the questions together under a respective Aspect get at helpful information?	Are any sub-Aspect questions not relevant?	Are any sub-Aspect questions difficult to understand?	Are any sub-Aspect questions discomfoting?
V. DATA Comments/Suggestions:					
VI. EQUITABLE ACCESS Comments/Suggestions:					
VII. CURRICULA & TEACHING & LEARNING MATERIALS & METHODS Comments/Suggestions:					

ASPECT	QUESTIONS				
	Is the Aspect relevant?	Do the questions together under a respective Aspect get at helpful information?	Are any sub-Aspect questions not relevant?	Are any sub-Aspect questions difficult to understand?	Are any sub-Aspect questions discomfoting?
VIII. APACITY BUILDING					
Comments/Suggestions:					
IX. COMMUNITY ENGAGEMENT					
Comments/Suggestions:					
X. INFORMATION MANAGEMENT SYSTEMS					
EMIS					
Comments/Suggestions:					

QUESTIONS					
ASPECT	Is the Aspect relevant?	Do the questions together under a respective Aspect get at helpful information?	Are any sub-Aspect questions not relevant?	Are any sub-Aspect questions difficult to understand?	Are any sub-Aspect questions discomfoting?
HRMIS Comments/Suggestions:					
FMIS Comments/Suggestions:					
XI. MONITORING & EVALUATION Comments/Suggestions:					

TABLE 4. CHECKLIST FEEDBACK FORM 3

<p>Format</p> <ul style="list-style-type: none"> Determine whether the Checklist is user-friendly. 	<p>RANKING:</p> <p>4 Definitely 3 Mostly 2 Not Very 1 Not at All</p>	<p>SUGGESTIONS</p>
<p>Is the Checklist is easy to use?</p>		
<p>Overall, would you say the format of the Checklist is appealing?</p>		
<p>Overall, how clear is the content?</p>		
<p>Overall, how coherent is the flow of topics and questions?</p>		
<p>Overall, how appropriate is the number of topics?</p>		
<p>Overall, how appropriate is the number of questions?</p>		
<p>Overall, how user-friendly is the Checklist?</p>		
<p>Other</p> <p>Overall, how does the Checklist compare to other conflict sensitivity tools you have used or with which you are familiar? How long did it take you to fill out the Checklist?</p>		

TABLE 5. PURPOSES – FEEDBACK FORM 4

Purpose Questions	Yes	Somewhat	No
<p>Relevance</p> <p>Is the Checklist content appropriate and important when considering conflict sensitivity in education programs?</p> <p>Is the process for using the Checklist appropriate and important?</p>			
<p>Does the Checklist provide you with appropriate and important insights about conflict sensitivity in your education programs?</p>			
<p>Construct Validity</p> <p>Is the Checklist a good way to contribute to conflict sensitivity?</p>			
<p>Is the Checklist a good way of contributing to achieving the goal of equitable access in conflict- and crisis-affected contexts?</p>			
<p>Reliability</p> <p>Will the Checklist repeatedly and consistently yield the same or similar results (even when used in different contexts and by different users)?</p>			
<p>Utility</p> <p>Is the Checklist useful to USAID/Washington, USAID missions, implementing partners, partner government and other development partners in progressing conflict sensitivity in education programs? (Circle organizations for which it is useful.)</p>			
<p>Format</p> <p>Is the Checklist user-friendly overall?</p>			

GROUP: (Circle one) USAID mission, USAID implementing partner, partner Government, donor, INGO, NGO, other

U.S. Agency for International Development

1300 Pennsylvania Avenue, NW

Washington, DC 20523

Tel: (202) 712-0000

Fax: (202) 216-3524

www.usaid.gov